**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 18-3: Volume of Rectangular Prisms (6th grade) 18181118-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1. 72 divided by 8 2. Estimate the perimeter of a equilateral triangle that measures 3.5” on one side. 3. How many faces does a cube have? 4. What is the greatest common factor of 6 and 24? 5. Draw a rectangular prism. 6. What is the formula for finding surface area? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? 3. Have students come up with a definition for volume with their group. (The number of cubic units needed to fill a solid figure.) 4. Discuss definitions with the class and come to a collective definition. 5. Discuss word wall card. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. Explain how to find the volume of rectangular prisms. 2. Show how to find the volume of a prism by knowing the length, width, and height. As a class, make the same prism and explain how to figure out the volume. Practice with several more examples. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Ask students, “ How many different rectangular prisms can you make where each uses 8 of your cubes?” Ask students to find the volume of each.   2. Give pairs of students the recording sheet “Volume of Rectangular Prisms” (Interactive Learning Recording Sheet 12). Have pairs make rectangular prisms using some or all of their 10 cubes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  1. Do Independent Practice and Problem Solving questions on pages 462 and 463 independently in math journal. Teacher walks around to monitor understanding and accuracy. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Assess using Quick Check 18-3. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Based on results of Quick Check, reteach students are in small group with teacher; practice and enrichment groups are doing centers in small groups. | |
| **HOMEWORK** | |
| All students take the online quiz at home. Based on their results, they print a reteach, practice, or enrichment worksheet to be done independently. | |